



Art-based lesson Problem Solving

Group Lesson Guide for Educators



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Theme: Problem solving

Activity: Group Lesson

Objective: This guide will serve as a group lesson model for educators to build their own art-based creative lesson on entrepreneurial skills focused on problem solving.



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Learning objectives and outcomes of this guide:

OBJECTIVES	OUTCOMES
To train how to use creative thinking when things are tough	Learners will discover their way of dealing with problems, using creativity thinking
To explore the possibilities through 'out of the box thinking'.	Learners will improve their problem solving skills
To make your problem a topic of conversation with others.	Learners will experiment with creative and reflective thinking. They will increase 'out of the box-thinking', and be aware that help and discussion is sometimes needed. Essential is to collaborate, and ask for help and support because two know more than one.



Methods used during the session:



Guided discussions



Small group work



Introduction to the
selected pieces of literature



Self-reflection and
self-learning



A short intro to the topic of
problem solving



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Group Lesson Plan:

Duration: 4 hours

Necessary equipment and materials:

- A laptop and a projector
- Paper or digital handouts with the piece of Art to be analysed
- Paper or digital handouts on the topic of problem-solving
- 20 pieces of paper, with the printed artwork on it (2 coloured, 18 white)
- Answer sheet





Group lesson structure and materials

Selected topic : Problem solving

STRUCTURE

1. Brief presentation of the lesson structure and objectives
2. An ice-breaking activity aimed at personal experiences around problem solving to increase participants' problem solving skills
3. Brief introduction to problem solving topics with a focus on dealing with it on your own or with help.
4. Brief Introduction to the selected piece of art
5. Guided discussions:
 1. Interpretation of the artwork with problem solving as a point of view
 2. Group activity with the artwork as topic
 3. Linking problem solving topic with the discussed piece of art and the group activity
6. Conclusion
7. Problem solving skills recap

MATERIALS

1. Group lesson guide
2. Methodology how to apply arts for education, creativity and innovativeness
3. Database of pieces of art
4. Links to sources/materials with additional information about the piece of art and problem solving topic



1. Brief presentation of the lesson structure and objectives

The educator presents the lesson structure and the objectives and expected outcomes.

The educator explains that the aim is to encourage creative use of arts into non-formal and informal education and to show educators and training professionals how they can enrich their approaches to problem solving topic by creatively use observation and analysis of pieces of art





2. Ice-breaking activity

The educator leads the conversation towards the problem solving topic. Learners are encouraged to share their personal points of view, experiences and knowledge about the topic.

The educator runs the following activities:

1. Learners will share in pairs how they usually deal with problem solving.
2. The educator collects the shared ideas.
3. The next round learners share in other pairs their best practice and worst practice of problem-solving. They also share the outcomes of these ways of problem solving.





3. Brief introduction to problem solving topic

The educator leads the conversation towards the problem solving topic. The focus of the introduction is on the various ways of dealing with problems

1. Again in pairs the problem solving ideas will be grouped in different ways of problem solving. Each pair will take two or three ways of problem solving:
 - Pragmatic
 - Flexible
 - customer oriented
 - go getter
 - results-oriented
 - Thinker
 - quality monitor
 - perfectionist.
2. All results will be evaluated with the group





4.1 Brief introduction to artwork and observation

Title: Tela Habitada (Inhabited canvas)
Author: Helena Almeida (1976)
Genre: Visual art

Brief description

The artwork plays with the wooden stretcher bars of the structures that form the support on which the canvas is stretched..... This structure is usually invisible to the viewer, but here exposed through the use of a semi-transparent cloth, which reveals the contours of the artist's body as she tries to 'impress' herself or 'penetrate' through that membrane.





How to interpret a piece of art

You should ask the learners to describe what they see / feel / understand from the selected piece of art.

The focus of this guided interpretation is on sharing personal views, feelings and thoughts of participants about the piece of art. The purpose is to encourage participants to share their opinion by pointing out that there are no wrong answers.

5.1 Guided Interpretation

Possible questions:

- a. What personal associations does this work of art evoke in you as a viewer?
- b. What do you think the artwork is about?
- c. What/Who in your opinion is the focus of the author's attention?
- d. Which are the challenges you think the artists faced in the realization of the piece of art?





How to analyze artwork

The educator guides the analysis of the work in terms of elements that compose and/or are represented in it. You will then guide the analysis to allow the learners to elaborate their description about problem solving.

Possible questions for *Guided analysis on the observed/introduced works:*

1. Is there something in this piece of art that makes you think in problem solving skills?
2. Are there any elements in this painting which you can relate to problem solving? Which are they and how/where can you find them?
3. Would you be able to describe how problem solving is depicted in this picture?





Optionally you could research and provide the learners with support analysis tools chosen according to the piece of art/literature under observation

ART TOOLS

How to analyze a piece of art?

Primarily

- Self reflection through a piece of art
- Colour and shapes symbolism related according to the context

Secondarily

- Historical and environmental context
- Art piece and/or artist history

BUSINESS TOPICS ANALYSIS TOOLS (theoretical framework)

How do we analyze the topic?

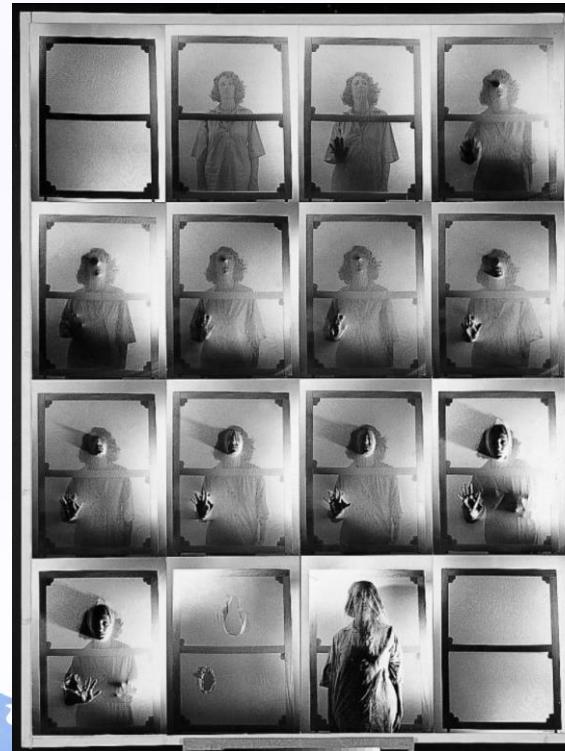
- Key points of business and marketing strategy
- Entrepreneurial skill processes and practical examples





5.3 Guided analysis: problem solving through the lens of the piece of art

Artwork: Tela Habitada. (*Inhabited canvas*)
16 black and white photo's by Helena Almeida 1976.



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5.3 Guided analysis: problem solving through the lens of the piece of art

Project the artwork on the screen and guide the learners' interpretation of leadership through the lenses of the piece of fine art.

Artwork: Tela Habitada. (*Inhabited canvas*)

16 black and white photo's by Helena Almeida 1976.

Opening question: Where can we find problem solving traits in this piece of art ?

To guide this analysis, you could use the support of one or more of the following activities:

- Q&A sessions – about the topic and about the pieces of art
- Mind maps on the topic of the activity
- Practical exercise through photographing their own version of artwork on the topic of activity

You should collect answers from the learners and listen to their different analysis and elaborations.





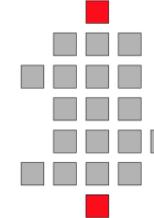
6. Group activity problem solving

This problem can only be solved through creative and 'out of the box' thinking.

Copy all art-elements on a paper sheet.

Put the paper sheets on the floor like the image.

All learners are standing around the paper sheets.



Tell the learners they have to reach the end-paper and start at the beginning-paper. Learners can only move horizontally and vertically. It is not allowed to move diagonal. The hard thing is; there is only one good route! The educator is the only one who knows the route. (next sheet) One of the learners starts, When there is a wrong step, the educator says 'wrong'. This person failed. Then an other can start all over. It takes as long as the group finds the right route from start to finish.

As educator you only tell which steps are wrong! Let the group discuss about the solution. The group gets stuck between step 7 and 8. Do not help them, let them feel the 'problem' and let them find the solution by discussing about it. Thinking out of the box will help them. When they ask you if there is a right route, you only say 'yes'.

As educator you witness how the learners discuss this topic. Who shares a possibility? Who is quiet? Who is leading? Who is collaborating? Who quits? Who is thinking out of the box?

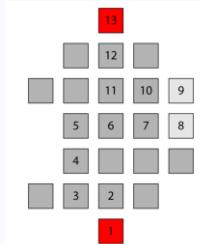




6. Group activity problem solving

This problem you can only solve when you think creative and out of the box.

The solution:



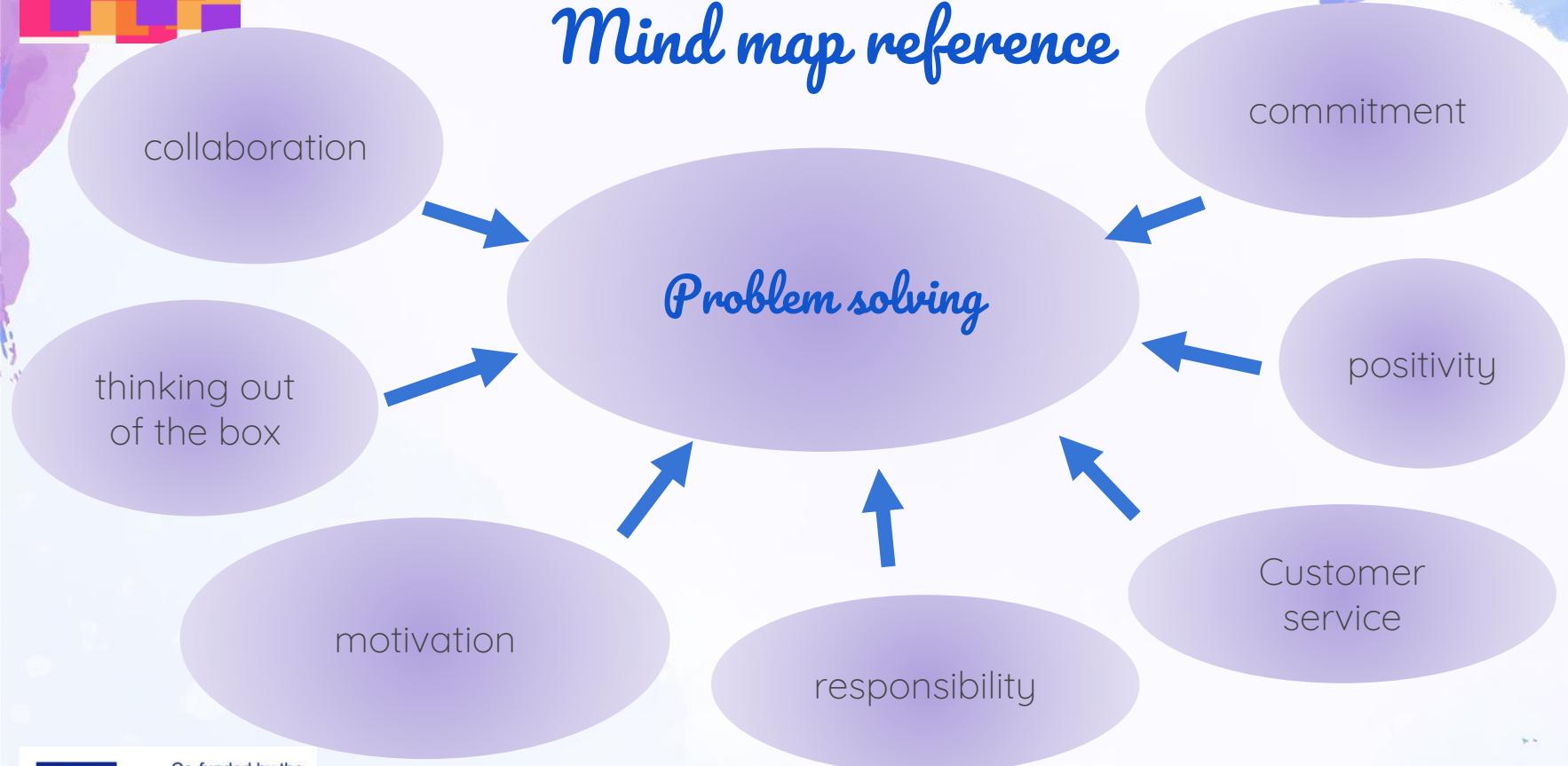
Evaluate the activity.

- Was there an assumption?: There are boundaries so you stay inside of that.
- What about the communication and interpretation in the group?
- How did you collaborate?
- Did you think out of the box?
- What was the effort of doing this together?





Mind map reference





7. Conclusion

At the end of the activity all participants have a vision of their way of problem solving in their company. They thought about how to think creative, how to inspire others and be inspired, and to realise that collaborating with others feels nice when things get tough.

Why did we chose this piece of art?

(This interpretation is optional to use, and can be substituted by the educator's interpretation).

Helena Almeida was a painter, photographer, performer, and video-artist, yet she could not be defined by any one single media. She used elements of each in her work alternatively, finding new exciting intersections between them. She worked in a variety of different ways in a variety of media almost confronting the limits of each and using them to overcome the limits of the other. Her way to deal with problems.

That also applies to entrepreneurship. How thoughtfully you start a business, you know that problems will come your way that you have to deal with. You may feel stuck, or some parts of your plan that you have created to start the business turn out to be hindering. Along the way you will discover that you have to show to be a successful entrepreneur by dealing and overcoming problems. By crawling into your shell, pretending that nothing is wrong and avoiding problems, you run the risk of failing. So, be creative, solve the Problems to be as successful as possible!



8. Problem solving recap

Everybody can bring up the idea to start his company and a lot of people do. However only a few can make a company successful. Be a few! For this you have to manage the problems on your way. You have to manage them for yourself, your employees and for your customers. Anyone can have an idea to start their own business. Many would like that. Only a few can be successful in this. For this you have to manage the problems that come your way. Not only for yourself, but also for your employees and your customers. So think critically, creatively and ask for help where necessary. Ultimately, this is an important element of good leadership.





Additional Reading

On the topic of Stress management: ???



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References to the artwork

- <http://www.artnet.com/artists/helena-almeida/3>
- https://gulbenkian.pt/museu/en/works_cam/tela-habitada-inhabited-canvas-156671/
- <https://awarewomenartists.com/en/artiste/helena-almeida/>
- <http://www.carrieretijger.nl/functioneren/professionele-vaardigheden/probleemoplossend-vermogen>





Thanks!

Do you have any questions?

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